



LAS301 **The Adult Learner**

Session: Fall 2009 **Class Dates:** **First Section** Sept. 9 – Oct. 28
Instructor: Mike Rocklin, BA, MBA **Classroom:** C-115 **Day/Time:** Wednesday, 6:00 p.m. – 9:00 p.m.
Email: mrocklin@sienaheights.edu or mikerocklin@yahoo.com **Second Section** October 27 – Dec 15
Tuesday, 6:00 p.m. – 9:00 p.m.

University Mission

The mission of Siena Heights, a Catholic University

founded and sponsored by the Adrian Dominican Sisters, is to assist people to become more competent, purposeful, and ethical through a teaching and learning environment which respects the dignity of all.

SHU @ LMC Program Outcome Statement

Graduates of Siena Heights University will have gained the knowledge, skills and attitudes necessary to continue developing as self-respecting adults. They will be capable of:

- Making sense out of their daily work and personal lives
- Taking appropriate actions
- Realizing that their search for final answers must be lifelong

General Education Learning Outcomes

Students will:

- ✓ Be conversant with the ideas, content and methods of various disciplines
- ✓ Reflect on the wisdom of religious traditions in understanding the meaning of life.
- ✓ Engage in the creative process
- ✓ Think critically and communicate effectively
- ✓ Demonstrate effective use of technology.
- ✓ Examine personal and professional decisions in light of ethical principles
- ✓ Understand the diversity and interdependence of cultures
- ✓ Realize the importance and demands of social responsibility

Division/Department Outcomes:

Students will:

- increase their knowledge;
- enhance their reading, writing and speaking skills;
- learn to interpret material in a balanced and critical manner;
- learn to articulate, synthesize and apply their knowledge to real life situations.

Course Outcomes:

Students who successfully complete The Adult Learner will have:

- an adequate understanding of principles of adult development to better enable their own personal and professional growth patterns.
- an increased understanding of their own personal learning style(s) and how that style affects their approach to college-level or professional learning.

- ❑ an increased ability to apply critical thinking skills to their personal and professional lives.
- ❑ an increased confidence in their ability to do successful library research.
- ❑ an appreciation for the fact that sometimes it is appropriate to value group solutions to problems.

Course Description:

This course fosters integration of life and educational experiences consistent with the values and principles of the liberal arts at Siena Heights University. Topics include but are not limited to: critical thinking, learning styles, adult development and lifelong learning. These topics provide a forum for open intellectual inquiry and written and oral communication, which challenges students to refine and examine their personal and professional goals.

Course Objectives:

1. Provide an orientation/reorientation to college for adult learners.
2. Enhance study, reading, writing and communication skills.
3. Assist students to become more effective learners.
4. Encourage synthesis of course materials.
5. Demonstrate the need to be lifelong learners.

Course Methods:

This course will be taught incorporating the following: mini-lectures oral presentations, papers, class participation, Internet and library resources, and small group discussion.

Texts: If you expect to be successful in this class, make every effort to obtain these texts **BEFORE** the first class. I would highly recommend that you read *Tuesdays with Morrie* before the course begins.

Seven Habits of Highly Effective People by Stephen R. Covey
 Publisher: Free Press, (paperback ed), ISBN: 0743269519

Tuesdays with Morrie by Mitch Albom
 Publisher: Broadway, (paperback ed), ISBN: 076790592X

A Writer's Resource: A Handbook for Writing and Research By Maimon, Elaine P. and Janice H. Peritz.
 Publisher: McGraw-Hill. ISBN: 0-07-294405-6 **This book will be used throughout all of your Siena Heights University classes, including (if you choose) our Master's Degree Program.**

Time Estimate: This is an accelerated class. We have only 8 sessions to complete the work for a 3-credit course.

Students are expected to commit at least **120 hours of work** to complete this course; remember only 24 hours are spent in class. Plan for approximately **12 hours per week** to read, take notes, complete exercises, make journal entries, prepare for class discussions, perform research and write essays.

Methods of Evaluation:

Students will be expected to attend and participate in **all** scheduled course meetings, read the required materials and complete all assignments. Grades will be based on:

- Class Participation
- Quality and improvement of Written work
- Reader Writer Journal

Note: Being significantly late or missing scheduled class periods will negatively affect your grade. Only one missed class can be made up through an outside essay or set of written responses to discussion questions.

Another Note: Late assignments may be accepted at the discretion of the instructor, after direct conversation with the student.

Exams:

No formal exams on content material will be given in this course. Quality of writing and class participation will be the primary evaluative tools.

Grade Scale in points:

A=1000-920; B=919-840; C=839-740; D=739-650; E=649-0

Participation: 100 points

Assignments:

- Assigned readings, exercises, abstract, and Reader Writer Journal 100 points

Papers:

- 1st Paper = 5-paragraph "Greatest Life Lesson" essay. 50 Points
- 2nd Paper = 2-3 page Critical Thinking researched hot-button issue essay (using APA format) 150 points
- Abstracts and Personal Mission Statement. 200 points

- Learning Project- This is the Final Paper and Oral Presentation of Learning Project 400 points total

➤ **What is a Learning Project?**



➤ What do we mean by “learn”? Learning always means some change and development. It could be some development of knowledge, skill, and/or ability. Learning often includes some new or more refined way of experiencing the world, of thinking, of feeling, of imagining. It could include a shift in perspective, what we call a “change in paradigm”. It could be disruptive, a kind of “unlearning”. In any case, as part of this class, **The Adult Learner**, you are to choose an area of **new learning**, make a project of it, and share this orally and in writing.

➤

➤ The point here is that we are not just accumulating information when we learn. We are putting ourselves through something that will change us, usually based on some curiosity, passion, or need. In choosing areas of interest, consider major decisions or concerns that need more attention at work, home, key relationships, or in society at large. Consider aspects of self-renewal and joy that you have been meaning to explore but have not. Many learning projects are initiated for a variety of reasons: to make a good decision, to be able to build something, to carry out a task related to work, home, family. Other reasons could be to open up creativity or vision, or some aspect of health – such as fitness, exercise, or nutrition.

➤

➤ Your selection should involve a **NEW** project whose goal is to achieve a **desired change** in your knowledge, understanding, skill, behavior or attitudes in a practical, professional, or personal sense.

➤

➤ Caution: DO NOT choose as a subject of learning something that is merely extending slightly some expertise that you are already very familiar with. My advice: Dare to be a fool and have fun!

➤

➤ This is the largest assignment in **The Adult Learner** class. The written paper is to be a **minimum of twelve pages per below**, due on the seventh class session. An oral presentation capitulating your Learning Project Paper will be given to the class will be on the seventh and eighth class sessions (with or without visual aids). Creativity and fun are highly encouraged! This is the presentation that Power-point usage is acceptable.

-
- ~ Required Cover Page
 - ~ Table of Contents/Outline
 - ~ Introduction (1/2 page minimum)
 - ~ Body (7 full pages)
 - ~ Conclusion (1/2 page minimum)
 - ~ Assessment of Learning Process (1/2 page minimum, be thorough)
 - ~ References/Bibliography (1 page)

➤

➤ **Minimum Total of 12-14 Pages (can be longer)**

For all formal essays:

Each writing assignment will follow the **writing process**: prewriting, drafting, revising, editing and proofreading. You will be asked to rewrite papers that do not meet university standards. I will demonstrate the writing process in class.

Late Assignments:

All written assignments are due on the day specified. If work is to be turned in during class, it is due at the beginning of class. If you are absent, you must email your work to me by the end of class period that day. Grades for assignments submitted after the due date and time will be lowered 15%. No late assignments will be accepted more than 24-hours beyond the deadline.

Writing Standards:

Use appropriate APA style, format, and reference technique (there are numerous websites which illustrate this in great detail.) University-level grammar, spelling, punctuation, typing and reference technique is expected. It is assumed that all work submitted is the student's own work. If you expect that you may have difficulty meeting these standards, please contact the instructor to arrange for English tutoring. Papers may be resubmitted for reconsideration, but late penalties will apply. For evaluation by instructor, drafts may be submitted **before** the due date.

Academic Dishonesty Policy:

A. Definition

Academic dishonesty is unethical behavior, which in any way violates the standards of scholarly conduct. It includes such behaviors as cheating on assignments or examinations, plagiarizing, submitting the same or essentially the same papers for more than one course without the consent of all instructors concerned, misappropriating library materials, or the destroying of or tampering with computer files. Also included in academic dishonesty is knowingly or intentionally helping another violate any part of this policy.

Plagiarism is the failure to give credit for the use of material from outside sources. It includes, but is not limited to, verbatim use of a quote without quotation marks and adequate documentation, submission of a paper prepared by another person as one's own work, using the ideas, facts, words, or data of someone else and claiming them as your own, or not documenting ideas, facts, words, or data gathered during research.

B. Faculty Responsibilities and Penalties

Faculty must explain dishonesty and plagiarism at the start of each semester and/or state in their syllabi the policies, procedures, and penalties for such behavior. Since academic dishonesty is often more difficult to prove than prevent, each faculty member is encouraged to take every reasonable measure to prevent academic dishonesty from occurring. Faculty are encouraged to explain why academic dishonesty is critical to scholarly endeavor and to provide examples of academic dishonesty that are germane to their classes.

Faculty members who suspect a student of academic dishonesty may settle the case directly with the student. In cases where guilt is substantiated or admitted, the instructor may penalize the student in any way deemed appropriate, including the failure of the course. When a student is penalized, the faculty member must report the incident in writing to his/her department chair. A copy of the report will be sent to the Academic Dean. If the Academic Dean receives more than one report of academic dishonesty about a

specific student, the Dean will review the reports, and in cases of serious offenses, could take steps to suspend the student from the university.

C. Student Responsibility

Students should familiarize themselves with the Siena Heights University Academic Dishonesty Policy, which can be obtained from instructors. Students are not excused from adherence to the policy even if they have not read it. (Instructors may include this policy in their syllabi.)

D. Appeals Procedure

Any appeal by a student must be made in writing to the instructor within ten (10) university working days from the time the student is notified that a penalty has been levied against him/her. If the appeal is denied, the student may submit a written petition to the department chair with his/ her concerns. The department chair should then consult with the faculty member involved before rendering a decision. If the student wishes, he/she may make a final appeal to the Academic Dean.

E. Students with Disabilities

In accordance with University policy and the equal access laws, I am available to discuss appropriate academic accommodations that any student may be eligible for as a student with a disability. I rely on the Office for Students with Disabilities for assistance in verifying the need for accommodations and for assistance in developing accommodation strategies. If you feel you qualify, please register **first** with the Office for Students with Disabilities for disability verification and determination of reasonable accommodations. Then, please contact me for an appointment. At the appointment, we can discuss the course format, anticipate your needs, and explore potential accommodations. Requests for accommodations must be done in a timely manner and are not retroactive.

Course Schedule:

This is an "at will" syllabus and subject to change at the discretion of the instructor. The course schedule is an approximation of the themes and activities we will focus on and is subject to change according to my judgment of how the class is working. However, I will attempt to maintain our schedule of assignments whenever possible. All assignments are due on the day of class at the beginning of the class session.